SOCI 470: Inequality and Urban Life

Syllabus – Spring 2018

Class Day: Monday
Time: 2:00-4:50pm
Location: Sewall 303

Instructor
Ellen Whitehead
Email: ellen.m.whitehead@rice.edu
Phone: 520-603-8074
Office Location: Sewall 252
Office Hours: Monday 10-12pm, Thursday 3-5pm, and by appointment

Community Bridges Coordinator
Ellen Stein
Email: es52@rice.edu
Phone: 713-348-8066
Office Location: 1020 A BRC

COURSE DESCRIPTION AND EXPECTATIONS

In this course we will study urban development and the lives of urbanites. We will pay attention to the ways in which cities generate inequality, wealth, and poverty, and how these are experienced by residents of cities. We will do so not only through readings and discussion, but also through weekly time spent in the Houston community.

Our coverage of the material will not require an extensive background in the study of these topics, but I will expect you to bring to class the various interpretive lenses and skills you have developed as both scholars and citizens. Namely, you should prepare to think critically and historically about the readings, to distinguish and synthesize various arguments, and to demonstrate this thinking clearly in your writing and your discussion. By the time we are finished, you will have also gained basic skills of sociological analysis, and be able to understand and discuss cities as contested sites which are bound up with systems of social inequality.

For students in the PJHC minor, this course serves as the capstone course, and requires a project that focuses on poverty, justice, or capabilities.

COURSE OBJECTIVES

Students will:

1. Cultivate an understanding of the urban systems of inequality. Urban areas are complex systems of economics, transportation, government, religious institutions, health delivery, multiple cultures, and so much more. Urban areas are impacted by and impact global forces. Students will come to understand these systems and their relation to each other to see how inequality is generated and maintained.

2. Learn about wealth creation and poverty, and why inequality always exists – and why inequality seems particularly intense in urban settings.
3. Gain a beginning understanding of life in different parts of the city through experience and systematic research.
4. Interact with the inequality first-hand. We do this through research and internships in local organizations (primarily located in Houston's Fifth Ward), and studying a sampling of urban ethnographies.
5. Develop skills necessary for learning and communicating about these issues, including writing, presentation, and critical thinking skills.

REQUIRED COURSE TEXTBOOKS

- Jan Lin and Christopher Mele. 2013. *The Urban Sociology Reader*, 2nd Edition. NY: Routledge.

*All articles and other required readings (book chapters, excerpts) will be available on Canvas.

COURSE REQUIREMENTS:
4 credits, letter grade

Item	% of Total Grade
A. Class Attendance, In-Class Participation, and Required Reading	15%
B. Weekly Memos and One-Time Blog Post (1.5x8 for memos, 3 for blog post)	15%
C. Internship Performance	25%
D. Service Project and Poster Presentation	25%
E. Final Paper	20%
TOTAL	**100%**

A. Class Attendance, Participation, and Required Reading: 15%

Class Attendance and Participation

Class attendance is required. I expect each student to **actively participate** in every class session. Participation will be greatly enhanced by prior preparation, i.e. doing the reading, composing your memo for the day (due the night before), and sharing 2-3 questions from each memo to share with the class (see below). Participation is vital in this course, as we will not only discuss the readings, but also talk about what we learned in our field work, help each other with difficulties and questions, and seek to integrate our readings and our experiences.

- Participation will be self-graded at the end of each class. Students will self-assign a total of 12 of the 15 participation points (one point per class session, excluding the first day of class). I reserve the right to adjust these grades based on my own observations. I will assign the final 3 points.
- Participation includes the submission of one academic or news articles that you wish to share and discuss with the class. During our last two weeks of class, we will structure our class discussion around these articles. The readings can be sources that you cite in your final paper, or can discuss any topic you find interesting, as long as it pertains to issues of urban life or inequality.
- Only **two excused absences** allowed per semester. If you have more than two absences, your final course grade will be lowered.

B. Weekly Memos and One-Time Blog Post: 15%

Memos (due by 9pm the day before class, via Canvas)

Before the start of each class, you will turn in a **500-750 word memo** that engages with the main points of the next day's readings (not per reading, but one memo that summarizes all the day's readings). I expect you to go beyond the "facts" of the material, and deeply reflect on **(1)** what you learned from the readings that you didn't know before; **(2)** how the readings changed or bolstered your preconceptions, using empirical or theoretical evidence; **(3)** how you agree or disagree with the authors; and **(4)** 2-3 remaining questions that you would like to discuss during class. These should be used to inform your final paper.

Submit your memos in two steps. First, full memos must be posted on the course's Canvas site. Please upload to the designated assignment (in the 'Assignments' tab). Next, post the 2-3 questions that you would like to discuss during class time on the "Discussions" tab, so that other classmates can read your questions. These will be due by **9:00 pm** the day before the class in which the readings will be discussed. (Go to Canvas.rice.edu, where you will need to log in using your NetID and your password, and then go to the site for this course.)

- You are allowed **three excused memos** over the semester, meaning you can choose three weeks to not complete a memo and will not be penalized. If you have more than three missing memos, your final course grade will be lowered. You have 12 possible chances to submit a memo, and if you submit more than 9, your 9 highest memo grades will be applied to your final grade.
- Late, poorly organized, or unthoughtful postings will be penalized.
- Memos will be automatically deducted a letter grade for each day they are late. They will be deducted half a letter grade if they are turned in past 9pm on the Sunday they are due.

Blog Post

During **week 3**, the instructor will pass around a sign-up sheet in class. Students must sign up to write **1 blog post** regarding a combination of *at least two* of the following for the week they sign up: (1) required readings, (2) experiences in the field/at your internship, (3) experiences with hands-on research assignments, (4) urban related news items. Blog posts should be 500-1000 words, and should be submitted through the 'Assignments' tab on Canvas.

EXAMPLE: *If you sign up for week 4, you could write a blog post about post-industrial urbanism and how you've seen post-industrial urbanism influencing your work at the Fifth Ward Community Redevelopment Corporation.*

- Your blog post counts as your memo for the week it is due; however, the blog post counts for double the points as a normal memo! Spend some extra time making the blog post clear and interesting for others to read.
- In addition to submitting your blog post under the "Assignments" tab, also post your blog entry as a "Discussion" in Canvas. This will enable others to read your post.

C. Internship Performance: 25%

Students will be placed in organizations based on their preferences and the matching process at the Fall Open House. Students will be expected to work 5-7 hours at their internship each week. There, they will fulfill essential tasks and develop and implement personal projects which will benefit their

organization. Students are also expected to contribute a final "Service Project" back to their organization by the end of the semester (see section E. below).

For the internship performance portion of your grade, you will be graded on your professionalism (e.g., dress, actions, phone etiquette), punctuality, reliability (e.g., go when you say you will go), willingness to do what the organization needs, cooperativeness (e.g., listening first, working well with others), and value added for your organization (e.g., helping your organization thrive, offering new ideas but with humility, and mindfulness of the organization's history). Your Supervisor and the Community Bridges Coordinator will be involved in grading this portion. A rubric that your Supervisors will use will be made available to you.

D. Service Project and Poster Presentation: 25%

Over the semester you will implement a project at your organization. This project will be unique to each student and each organization. Your fall semester meetings with your Supervisor were meant to provide you with a clear idea of what projects would be most beneficial for your organization. Use that information to steer your project this semester. At the end of the spring semester, we will hold an event where you will showcase your project in a poster session.

More details will be distributed throughout the semester, but keep in mind that the products of this project are flexible – they could come in the form of a report, a booklet, a PowerPoint, a video, a survey, or a dataset that the organization can use in the future. To help direct your creative energies and ensure that everyone stays on track, there are several due dates associated with this project prior to the end of the semester. A representative from the CWOVC will come to class to provide guidance in creating your poster/presentation. All due dates are embedded in the weekly syllabus and course calendar below.

E. Final Paper: 20%

Students will submit a final paper synthesizing and analyzing a specific aspect of urban inequality directly related to the work and experience of the course and the Community Bridges Fellowship. Note: *This is an academic paper, NOT a reflection*. Papers should be 10-12 pages in length, double spaced, have 1 inch margins on all sides, and should use *at least* 10 academic sources. Instructor will provide examples from previous classes.

Students must submit their topics to the instructor on March 4th, as well as a 3-page outline and bibliography of the final paper by March 25th. Final papers are due by 9pm on April 30th. Please upload to the designated assignment (in the 'Assignments' tab) on Canvas. Papers will be automatically deducted a day for each day they are late. Half of a grade will be deducted if they are turned in past 5pm on the due date.

GRADING AND ACCOMMODATION

93-100% =	A	An "A" goes above and beyond; is creative, original, exceptional.
90-92% =	A-	
88-89% =	B+	A "B" fulfills all aspects of assignment and goes a bit further.
83-87% =	B	
80-82% =	B-	
78-79% =	C+	A "C" fulfills the assignment, at a basic level.
73-77% =	C	
70-72% =	C-	

68-69% =	D+	A "D" is marginally satisfactory, lacking full understanding.
60-67% =	D	
<60% =	F	

Honor Code: Students are expected to abide by the Rice Honor System (http://honor.rice.edu/). Violations include, but are not limited to, cheating on exams/papers, having unauthorized possession of an exam, and submitting the work of another person as your own (aka, plagiarism). For this class, students are also prohibited from examining any exams or papers assigned to this class in a previous semester. When in doubt about what constitutes academic dishonesty, please ask! Ignorance of this policy is not an acceptable excuse for noncompliance. While the Honor Code system is designed to enforce rules about what is considered acceptable and honorable behavior, Rice does not have a unified Honor Code policy that *defines* these rules. Therefore, we list below (see 'CITATION RULES') a standard set of rules that will apply to academic writing in sociology classes at Rice. All students must follow this format when citing published works. This includes material drawn from books and journal articles (including those assigned for the course, and additional readings that you find to include in written assignments), in addition to personal interviews and information obtained online. If you have any questions, please ask!

Special Needs: Students with disabilities should register with Disability Support Services (http://www.dss.rice.edu/) and provide the instructor with an Accommodation Letter from the DSS office. You may also speak with me regarding your accommodation needs, preferably within the first two weeks of class. All discussions will be confidential.

STUDY ON TEACHING AND LEARNING

This semester your instructor will be conducting a study looking at teaching and learning. The purpose of this study is to determine the factors that influence teaching effectiveness and learning. Your participation in this study will last for the duration of the current semester and will entail activities no different from the regular activities you would otherwise engage in as part of the course. If you would like more information, please do not hesitate to ask. If you would like to opt out of the study, please talk to me as soon as possible.

CLASSROOM EXPECTATIONS

What I expect of you, the students:

- **Do the readings** and **come to class ready** to discuss the concepts covered.
- **Asking for help is always brave.** Come to office hours, ask questions during class, or seek out help from other resources on campus as needed.
- **Attend class regularly** so that you can keep up with the material, and arrive at class on time so that you do not disrupt a lecture/discussion that is already underway.
- **Turn off your cell phone** when you are in class. You are free to use a laptop to take notes, but **looking at non-course related material is not permitted.**
- **Participate** in in-class activities; when it is a group activity, contribute equally to the task at hand.

- If you have a concern about the class, **please speak up**. I am very willing to incorporate feedback, but I need to know your concerns in order to do so. To facilitate this process, I will provide two chances for you to give anonymous feedback about the class during the semester. Please be honest and constructive when explaining what works for you in the class, and what does not.
- **If** you remain **unclear** about a certain topic or assignment, I urge you to **reach out** to me. Everyone learns differently, and some class material might need additional explaining at times. I am very willing to meet during office hours, set up additional meeting time, or answer emails. However, I ask that you **come prepared with specific questions** about what you remain unsure about. I am unable to repeat entire lectures or class discussions, but I most certainly will try to clarify specific points.
- **Be respectful of other individuals and their perspectives.** Sociological research can often be addressed from multiple viewpoints, and contains elements that are thought-provoking and, at times, contentious. We are all approaching this class as who we are and from where we are. This means we have different backgrounds, beliefs, experiences, etc. To implement our recognition of this, we can be as polite as possible, listen to others without interrupting, listen to someone's full point before responding, and make a genuine effort to explore numerous points of view. The social world is complex, and to be good sociologists, we must recognize and embrace that complexity.

What you can and should expect of me:

- I will come to class **prepared** to discuss the day's topic, and I will teach class in a way that stimulates student learning to the best of my ability.
- I will **try to address any concerns** you have with the class, and will attempt make the most out of the brief semester we are able to spend learning this subject. Although I may not be able to address every individual concern, I will attempt to teach and adjust the class material in a way that will be the most conducive for most students.
- If I give you a grade to assess some component of your learning, I will do my best to cover that material in class or with coursework. In other words, **I will not grade you on anything I do not teach**. For example, some class time will be spent on how to engage in productive academic discussion (for your participation grade) and practicing presentation skills (for your poster presentation grade).
- I will **grade fairly**, and I will do my best to return all assignments within one week. My grading will not be based on any personal considerations (race, class, gender, religion, or ideologies).
- Just as I ask for **undivided attention** from you when we are in the classroom setting, I will do the same for you when leading class and if you come to see me during office hours.
- I will **follow the syllabus** as closely as possible. If I do make changes, they will be for your benefit and to facilitate learning. For example, I might move an assignment back to a later date if I feel like the class needs more time to learn the material. No additional assignments or readings will be added; they will only be dropped, if I realized I have assigned too much.
- I will **intervene if** a student is **being disrespectful** to another individual within our classroom environment.

- I will **begin and end class on time**, as I know you have other commitments and obligations.

Important Dates at a Glance:
*note: all assignments are due at 9pm on the date indicated

- January 8th: First day of class
- January 21st: Memo 1 due
- **January 28th: 1-paragraph overview of internship project**, memo 2 due
- February 4th: Memo 3 due
- February 11th: Memo 4 due
- February 18th: Memo 5 due
- February 25th: Memo 6 due
- **March 4th: 1-paragraph final paper proposal due**, memo 7 due
- March 12th: Spring break ☺
- March 18th: Memo 8 due, academic or news article submission for class discussion due
- **March 25th: 3-page outline and bibliography due for final paper**, memo 9 due
- April 1st: Memo 10 due
- April 8th: Memo 11 due
- April 15th: Memo 12 due
- April 16th: Last day of class
- **April 30th: Final paper due**
- **TBD: Poster project presentation**

TENTATIVE COURSE SCHEDULE:

Section I
Urbanization and Urbanism

Week 1: January 8
Introductions and Class Overview

Week 2: January 15
No class: Martin Luther King, Jr. Day

Week 3: January 22

Required Readings:
Urban Transitions:
Change & The Brain: *Massey (2005), pp. 5-7, p. 9-middle 18
Agrarian Urbanism: *Massey (2005), pp. 109-136 (skim)
Industrial Urbanism: *Massey (2005), pp. 150-152, 169-202 (skim)
Urban Reader: Burgess, Wirth, Du Bois

Events:

- Blog Writing Workshop: Elizabeth Festa, CWOVC
- Blog Post Sign-up sheet
- Memos due by 9pm, Sunday

Section II
Urban Inequality

Week 4: January 29th

Required Readings:
Urbanization and Community:
Urban Reader: Fischer, Jacobs, Wellman and Leighton, Putnam

Events:

- Finalize internship project with your supervisor and submit 1-paragraph overview to Instructor via Canvas by 9pm, Sunday
- Memos due by 9pm, Sunday

Week 5: February 5th

Required Readings:
Educational Inequality:
*Canvas – Holme, Lareau, Orfield, Turley, Wodtke et al.

Events:

- Memos due by 9pm, Sunday

Week 6: February 12th

Required Readings:
Race, Class, & Gender:
*Canvas – Pattillo, Crenshaw, pp. 1241-top of 1246, 1282-1291 ('Representational Intersectionality')
Urban Reader – Wacquant/Wilson, Portes/Manning, Markusen, Gilbert

Events:

- Memos due by 9pm, Sunday

Week 7: February 19th

Required Readings:
Environmental Inequality:
*Canvas – Crowder and Downey, Elliott and Frickel, Auyero et al.
Food and Health Inequality:
*Canvas – Klinenberg, Powell, Kwate, O'Connell, King, and Bratter

Events:

- Memos due by 9pm, Sunday

Week 8: February 26th

Required Readings:

Crime, Incarceration, & Inequality:

*Canvas – Alexander, Bourgois, Joe, Pettit

Recommended Reading:

*Canvas – Coates

Events:

- Memos due by 9pm, Sunday

Section III
Economics, Politics, Globalization

Week 9: March 5th

Required Readings:

Growth Machine:

Urban Reader – Logan/Molotch, Sassen

Local/Global Impact:

Urban Reader – Stoller/McConatha, Lin and Robinson

Events:

- Memos due by 9pm, Sunday
- Final paper topic (1 paragraph) due by 9pm, Sunday

Section IV
Housing, Exclusion, Resistance

Week 10: March 12– SPRING BREAK, NO CLASS

Week 11: March 19th

Required Readings:

Housing Inequality & Exclusion:

*Canvas – Du Bois (Ch. 1-4), Davila, DeLuca, Korver-Glenn

Urban Reader – Caldeira, Massey and Denton

Events:

- Memos due by 9pm, Sunday
- Class-selected reading choices due by 9pm, Sunday

Week 12: March 26th

Required Readings:

Wealth

*Canvas – Conley (Ch. 1 & 2), Oliver and Shapiro (Ch. 1 & 2), Chiteji and Hamilton, Heflin and Pattillo

Events:

- Memos due by 9pm, Sunday
- 3-page outline and bibliography due for final paper due by 9pm, Sunday
- Poster Project Workshop: Elizabeth Festa, CWOVC

Week 13: April 2nd

Required Readings:

Resistance:

Urban Reader – Holston, Harvey

Events:

- Memos due by 9pm, Sunday

Section V
Course Synthesis and More on Areas of Interest

Week 14: April 9th

Required Readings:

Class-selected readings: TBD

Events:

- Memos due by 9pm, Sunday
  What have we learned? Memo for today should consist of a synthesis and overview of the main points of the semester, with emphasis on those sections from which you gained the most. Bring at least 4 thing you learned, that you either didn't know or hadn't thought about before this course, to share with the class.
- **In-class peer presentation workshop**
  - One-on-one consultations with CWOVC representative
  - In groups of 3-4, practice each team member's presentation, commenting on:
    - strength of argument(s)
    - relevant application/synthesis of readings
    - presentation flow and clarity
    - places to improve
  - Use handout for all feedback and peer rating

Week 15: April 16th

Required Readings:

Class-selected readings: TBD

Events:

- Memos due by 9pm, Sunday
  What is still fuzzy? What questions remain? Memo for today should consist of remaining issues that you're still working through. Bring at least 4 questions to share with the class.

- **In-class peer presentation workshop (see prev. class)**

FINALS: April 25-May 2
Final Paper due by 9pm on April 30th
Project Poster Presentation – TBD

CITATION RULES
Unless specified otherwise, ALL paper assignments must be/use:

- Typed
- Double-spaced
- Paginated
- Stapled
- 12-point font
- Times New Roman font
- "Normal" character spacing (this is the default setting in Microsoft Word)
- One-inch margins on all sides
- Equal spacing both between and within paragraphs (remove additional spacing between paragraphs)

Citation Rules for Sociology Classes:
All students are required to follow ASA rules for format and style when writing papers for sociology classes. Below we give examples for both in-text citations and the bibliography page. If you have any questions, please ask -- or you can Google "ASA style guide" to find links to several on-line postings that provide additional detail on rules for citing. Fondren library has also posted this guide on its sociology page:

http://libguides.rice.edu/content.php?pid=39852&sid=292401

They also have a more general "Research A-Z" page that has good information on the research process, including academic integrity and plagiarism, how to find source material, etc.:

http://libguides.rice.edu/researchAZ

A. In-text citations
You must cite the original author if you pull in either exact phrases or sentences, or if you use essentially the same ideas, concepts, or research findings -- even if paraphrasing. That is, even if you rewrite the author's words, you must still cite the original author as the source of the ideas.

- When referencing work in the body of a paper, you must always include (a) the author name, and (b) the year of publication. Example:
  In her study of men in "women's professions," Williams (1995) demonstrates that men are not disadvantaged by their gender minority status in the same way that women often are in predominantly male workplaces.

- You can also cite multiple authors who draw on the same ideas, who have similar findings on a similar topic. Example:

  Men in "women's professions" often feel their masculinity is called into question by outsiders (Williams 1995; Cross and Bagilhole 2002).

- Whenever you draw on a new idea, concept, or finding, you must use internal citations with author's names and years of publications. However, if you are discussing the same article or author in a series of sentences, you only need to provide a citation the first time. Example:

  Miller (1997) demonstrates how the military men in her study engage in gender harassment of their women superiors. She illustrates several forms of this gender harassment, including foot-dragging and rumor spreading.

Note: In the second sentence there is no citation, as you provided it in the previous sentence. However, if you discuss Miller later in the paper, you will provide the year again to make clear you are discussing the same article.

- When quoting directly, you must also include the page(s) the quote is found on, and enclose the quote in parentheses. Example:

  According to Tran (2002:34), the "way of the way is the way."

- For citations with four or more authors, use "et al." rather than list all author names in-text. Example:

  Research has documented elevated infant mortality rates among children born to teenage mothers (Jackson et al. 1992).

- Do not use titles of books and articles in your paper, or the author's first name. Rather, use the author's last name and internal citations to give the year of the publication. Example:

  INSTEAD of: *Virginia Valian, in her 1999 book Why So Slow: The Advancement of Women, shows that women in professional occupations often advance more slowly than their men counterparts.*
  USE: *Valian (1999) shows that women in professional occupations often advance more slowly than their men counterparts.*

- Common mistakes you should take care to avoid:
  - ✓ In all of these examples listed above, the period comes AFTER the parentheses, NOT before it. Please remember that the author citation is part of the sentence, so it should be listed before you end the sentence with a period.
  - ✓ Many students use too many direct quotes from a book or journal article. Quotes should be used very sparingly, while paraphrasing from the text should be the norm.

B. Bibliography page

A bibliography page lists all sources cited in the paper. The page should follow the basic format of author, year of publication, title of publication, publisher, and if an article, the volume and page numbers. Here are some examples from a sample reference page:

Anderson, Maya. 1978. *Ever Heard of Hip Hop?* New York: Oxford University Press.

Brown, Susan, Amy L. Anderson, and Scott Jones. 2007. "Cohabitation in the United States." *Journal of Marriage and the Family* 32(3):111-125.

Centers for Disease Control and Prevention. 2006. "Cigarette Use Among High School Students – United States, 1991-2005." *Morbidity and Mortality Weekly Reports* 55:724-726.

Cleary, Paul D., Lawrence B. Zaborski, and John Z. Ayanian. 2004. "Sex Differences in Health over the Course of Midlife." Pp. 37-63 in *How Healthy Are We? A National Study of Well-being in Midlife,* edited by O.G. Brim, C.D. Ryff, and R.C. Kessler.Chicago: University of Chicago Press.
**Note that all authors after the first author have their first names listed first.

U.S. Census Bureau. 2002. "Hispanics Growing Fast." Washington, DC: U.S. Department of Commerce. Retreived March 30, 2007. (http://www.census.gov/hispanic.html).

Williams, Genia. 1997. "The Lonely Way." *American Journal of Sociology* 42:37-64.

Zenia, Genco. 2007. Personal Interview. Conducted April 2, 2007.
**Only include if person gives permission to be cited by name.